DEPARTMENT OF EDUCATION

Annual Report 2002-03

GOVERNMENT OF
NEWFOUNDLAND AND LABRADOR

Acknowledgments

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Overview

In February 2004 the education components of the Department of Education and the Department of Youth Services and Post-Secondary Education merged, and responsibility for youth services was assumed by the Department of Human Resources, Labour and Employment. When the organizational structure and staffing levels have been finalized, a new strategic plan will be developed to set out the direction and goals for the new department. The period covered by this report, April 1, 2002 to March 31, 2003, preceded these changes.

The Department of Education is responsible for the provision of a public K-12 education system in Newfoundland and Labrador that allows for the full development of individuals and society. Its mandate also includes responsibility for the provision of basic literacy programming and for the provincial libraries system.

K-12 Statistics, 2002-03

- 327 schools (317 public schools)
- 11 school boards (10 Anglophone; 1 Francophone)
- 84,268 students
- 6,065 full-time equivalent teachers
- $518.9 million in provincial operating budget

The publicly-funded education delivery system consists of 10 English-language school boards, the Conseil Scolaire Francophone Provincial de Terre-Neuve et du Labrador (CSFP), the Provincial Information and Library Resources Board and the Literacy Development Council of Newfoundland and Labrador.

The department works with a number of key stakeholders including school boards, school councils, other education related councils, professional associations, post-secondary institutions, unions and other provincial and federal government departments.

The department operates through three main business lines which correspond to its executive branches: Planning and Educational Programs; Primary, Elementary and Secondary Education; and Finance and Administration.

Planning and Education Programs - *responsible for educational planning and policy development, programs for improving teaching and learning, monitoring and certifying student achievement, public accountability and reporting, research and statistics, federal and provincial agreements, distance learning (e-learning) and Internet access for teachers, learners and the community.*

Primary, Elementary and Secondary Education - *responsible for the design and implementation of curricular programs and student support services for the provincial school system, the operation of the official languages program, the development of school curriculum and the operation of the Newfoundland School for the Deaf.*

Finance and Administration - *responsible for effective control and management of all financial aspects of the provincial education system, human resource management, information communications technology (ICT) services and administrative support services.*

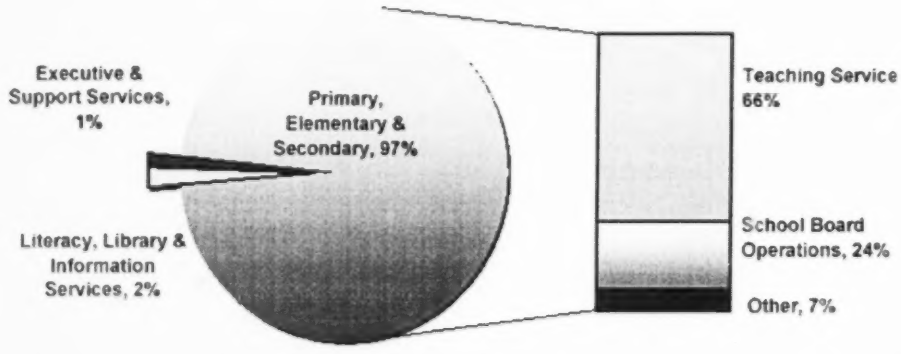
In addition, the department has an executive director responsible for literacy services, and a senior director responsible for school services.

Literacy - *responsible for literacy development and coordination of the implementation of the Strategic Literacy Plan Words to Live By, early literacy, family literacy, basic literacy/Adult Basic Education (ABE) Level I and workplace literacy.*

School Services - *maintaining liaison with school boards and other educational agencies in the interpretation and application of legislation, teachers' collective agreements, regulations and departmental policies pertaining to the operation of schools; teacher certification; school construction projects; and issues related to aboriginal education.*

The department has a gross budget of $518.9 million and 242 staff positions.

Department of Education Budget Summary 2002-03


Executive & Support Services, 1%
Primary, Elementary & Secondary, 97%
Literacy, Library & Information Services, 2%
Teaching Service 66%
School Board Operations, 24%
Other, 7%

Shared Commitments

While the Department of Education has the overall responsibility for the delivery of education in this province, success in creating a high-quality educational system depends on the commitment and cooperation of all partners in education. Numerous boards, agencies, and other bodies play an important role in enabling the department to achieve its goals.

School Boards are established under the *Schools Act, 1997* and are responsible for administering the day-to-day operations of schools and school districts, including staffing, distribution of resources, technology, repair and maintenance of school buildings, transportation of students and the development, implementation and monitoring of instructional policies and practices. Primary responsibility for school governance rests with elected school boards. Under the *Schools Act, 1997*, the members of each school board (referred to as school trustees) are to be elected by popular vote. School board elections are usually held every four years, coinciding with municipal council elections.

School Councils are established by the school principal as a requirement of the *Schools Act, 1997*. School councils are required by legislation to provide meaningful input into the operation of each school by monitoring teaching and learning in the school, providing a report to be included in the annual school report, and providing advice to the school and school board. School councils consist of the principal and teacher, parent and community representatives. A student is also elected to sit on the council in schools which teach high school courses.

Other Education Delivery Agencies include the Council on Higher Education; the Literacy Development Council of Newfoundland and Labrador; and the Newfoundland and Labrador Education Investment Corporation. These agencies play a role in education planning and coordination; literacy coordination and expansion; and capital development for the education system.

Non-Governmental Educational Organizations such as the Newfoundland and Labrador Teachers' Association (NLTA), the Newfoundland and Labrador School Boards Association (NLSBA), the Newfoundland and Labrador Federation of School Councils (NLFSC) and the Newfoundland and Labrador Association of Directors of Education (NLADE) participate in discussions that inform the department's policy development and decision making.

The department was also represented on a number of provincial and federal forums such as provincial liaison committees, the Forum of Labour Market Ministers (FLMM), the Council of Ministers of Education, Canada (CMEC) and the Atlantic Province's Education Foundation (APEF). Participation in these forums allows the department to collaborate and form partnerships on a provincial and national basis.

Outcomes of Objectives

Major themes of the draft strategic plan are used in the sections below to present the outcomes of the department's objectives for the 2002-03 fiscal year.

Enable Learners to Achieve High Standards

A clear focus of the Department of Education is student achievement. A number of activities in 2002-03 highlight the initiatives directed toward improving student achievement and literacy levels of the population.

Improved Achievement

Criterion Referenced Tests (CRTs) in math, science and language arts are administered to students in Grades 3, 6 and 9 at least every three years. As part of a strategy to improve achievement, the department annually administers assessments in language arts and math.

Language Arts

In 2002-03 there were a number initiatives designed to improve achievement in Language Arts.

- In an effort to identify struggling readers at an earlier grade and to provide the necessary intervention to them while still in primary, the department developed an assessment tool for mid-Grade 1 students.
- A writing resource was piloted with Grades 4 and 7. This resource will provide additional support to teachers as they work to address the needs of struggling writers.
- The department continued its implementation and support of the Atlantic Canada Reading Assessment Resource in all K-3 schools.

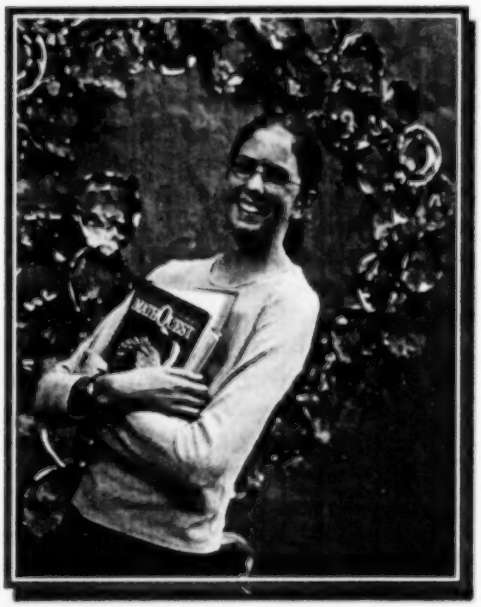
- The department continued to provide support for teacher development in the teaching of language arts (reading, oral language and writing) at the primary level.

- Professional development, through the First Steps Program, has been provided for all primary (classroom and special education) teachers in the province. The focus of this professional development program is to enable teachers to determine the child's reading, writing and oral language level and to plan appropriate individualized instruction.

The primary literacy assessments given to Grade 3 students in June 2002 showed significant improvements in the reading and writing skills of primary students. For Grade 6 students, achievement levels improved for all elements of writing since 1997 - the last time that Grade 6 students completed a writing assessment.

Mathematics

The department is committed to ensuring there is an effective mathematics education for the province's students that will prepare them for success in future learning and future employment. In June 2002, the department established the Provincial



Advisory Committee on Mathematics Achievement with representation from the Newfoundland and Labrador Teachers' Association, the Faculty of Education at Memorial University, provincial school boards and the Department of Education. The group has been asked to provide advice on the steps to be taken to improve attainment in math and to make recommendations to the department and school districts on a long-term strategy for improving mathematics achievement.

Other initiatives include:

- implementation of a Mathematics Action Plan, with partners in the Council on Higher Education, to facilitate students' transition to Post-Secondary Education;
- support for teacher administration of a diagnostic math assessment for senior high students;
- Grades 3, 6 and 9 student Criterion Referenced Testing for mathematics;
- public examinations for both academic and advanced Level III courses; and
- teacher professional development in mathematics.

Pass rates for those students who wrote June public exams were 72 per cent in academic mathematics and 94 per cent in advanced mathematics.

High School Performance

High-school graduates of June 2002 who entered Memorial University in the fall performed at higher levels than their predecessors. Results from Memorial University's Fall 2002 semester showed the best overall performance of first-year students recorded since 1995, when achievement level tracking first began. This result illustrates how changes made at the high school level over the past number of years, including reinstatement of public exams, are having a positive impact on student performance at the post-secondary level. The department continued its annual support of academic achievement for high school students through the provincial scholarship program. In September 2002 the department awarded 202 scholarships, with a total value of $247,000, to students pursuing post-secondary studies.

A total of 26,089 senior high school students were evaluated on their year's work in June. The students achieved an overall pass rate of 89 per cent in their courses.

Improved Literacy Levels and General Education Levels

Government's literacy plan *Words to Live By* (2000) set out strategic directions for increasing literacy levels in the province, addressing literacy from early childhood to adulthood. The department continued its commitment to ensure that a high quality Basic Literacy/Adult Basic Education (ABE) Level I program is developed for this province. Following an independent evaluation of the ABE Level I program, a working group was established to consider the conclusions and recommendations of the report and to develop a new ABE Level I program

delivery model. The working group has recommended that the new program model should be first introduced as a two-year pilot, scheduled to begin in September 2003.

Other Literacy Activities in 2002-03

- Continued funding and resources for KinderStart
- Distribution of grants to non-profit organizations delivering early childhood literacy programs
- Review and assessment of existing early childhood/family literacy programs in the province
- Continuation of the Read & Succeed Public Awareness Campaign
- The launch and distribution of a new *Guide to Supporting Workplace Education in Newfoundland and Labrador*
- Evaluation of the Literacy Development Council of Newfoundland and Labrador

September 2002 marked the pan-Canadian inaugural launch of the Adult Learners Week. The Department of Education joined with the Department of Youth Services and Post-Secondary Education and other provinces and territories throughout the country to promote adult learning throughout life, with the goal of increasing the number of adults engaged in learning activities.

Through the Early Childhood Development Initiative, the department allocated over $100,000 to various early childhood development programs throughout the province and continued the *For the Love of Reading Challenge* for students in Grades K-6. In total, 119 schools and thousands of students participated in the challenge, and the top 20 schools - 10 primary and 10 elementary each received an award of $2,500 to support literacy activities or resources.

The 2002-03 fiscal year marked the third consecutive year that government invested an additional $1 million to the Provincial Information and Library Resources Board for the purchase of new books. The greater selection of books at community libraries has increased the accessibility of reading materials which is recognized as major factor in improving the reading skills of the population.

Promote and Support High Performance at All Levels of the Education System

Improved Responsiveness of the Education System

A number of curriculum development and implementation activities in 2002-03 highlight the department's commitment to improve the responsiveness of the education system. Activities included the implementation of the following new curriculum:

- Grade 3 Mathematics in English and French immersion,
- Grade 4 Core French - revision,
- Grades 4-6 Science in English and French immersion,
- Grades 4-6 Religious Education in English,
- Grade 8 Mathematics in English and French immersion,
- Biology 2201,
- Physics 2204,
- Canadian Economy 2203,
- Mathématiques Grades 4-9,
- Biologie 2231,
- English Language Arts 2201 and 2202,
- Healthy Living 1200, and
- Art and Design 2200-3200 - unit added.

In addition, new learning resources covering a varied list of courses were provided, and professional development sessions for school districts related to the implementation of all the above new curricula were delivered.

Improved Transition of All Children into the Education System

In October 2002, the Minister of Education officially announced the KinderStart program. The program is an initiative of *Stepping Into The Future*, the Early Childhood Development Initiative, and was developed to help pre-Kindergarten students get ready for their first year of school. The program, which began following Kindergarten registration for the 2003-04 school year, was designed to help children adjust to the school environment and to provide their parents and caregivers with information on how to prepare the child for school.

Continuous Enhancement of Skills and Abilities Through Professional Development

As the education system responds to the changing needs of students, new curricula result in continued professional development requirements for teachers. The Department of Education has a responsibility to ensure that teachers have the skills and knowledge to prepare our students for future success.

Throughout 2002-03 the department continued to support professional development activities for educators through a number of activities including:

- maintaining the budget for professional development at $4.8 million for the 2002-03 fiscal year;
- the addition of three school days for teacher in-service;
- the development of a Professional Development Alliance with representatives from school boards, the NLTA and Memorial University;
- supporting the training of teachers for *The Real Game*, an initiative that teaches students in Grades 3 to 12 skills in the areas of personal management, teamwork, decision-making and communication so that they are able to make informed decisions about their futures;
- the facilitation and funding for five math institutes for teachers on appropriate teaching strategies;
- the co-sponsoring of an Atlantic teachers education forum entitled *Partnering for Quality Teaching and Learning*, designed to promote teacher collaboration as a means of achieving better student learning in Atlantic Canada; and
- the signing of a Memorandum of Understanding between the department's Centre for Distance Learning and Innovation (CDLI) and the NLTA's Virtual Teachers' Centre (VTC). This MOU allowed the Department of Education and the NLTA to work together to ensure that on-line professional development is developed and delivered in a co-ordinated way.

Build a Provincial Infrastructure of Support for the Education System

Improved Level and Scope of Support for Planning and Accountability

Various divisions within the department are involved in planning activities.

- Work continued towards finalizing a Framework for School Development to support school-level planning and reporting.

- The Human Resource Division developed a three-year human resource plan for the department which included an analysis of the demographic characteristics of staff and the anticipated impact of these on human resource management.

The department also continues to work with school boards to implement the government-wide Accountability Framework, including the provision of strategic planning support.

Effective use of Technology to Maximize Learning Access, Learning Effectiveness, Instructional Management and Administration

As technologies improve, opportunities arise for increased efficiencies in many areas. The department is committed to maximizing the use of technology to promote learning, management and administration.

Centre for Distance Learning and Innovation (CDLI)

The Centre for Distance Learning and Innovation (CDLI), launched in 2002-03, was designed to expand distance education programs in schools and give many more students an opportunity to access a broader range of course options. Through e-learning, the department plans to expand the number of distance education course offerings and include courses in music and the humanities. To facilitate this expansion, the department reached an agreement with Aliant Telecom in 2002-03 for the development of faster, more reliable network connections. A recent CDLI initiative includes the adaptation of videoconferencing technology for potential use in the delivery of student programs and teacher professional development.

In 2002-03, there were 18 high school courses offered on-line to 74 sites across Newfoundland and Labrador.

Community Access Program (CAP)

By January 2003, the department had successfully negotiated two federal/provincial agreements intended to provide support to the over 200 Community Access Program sites (CAP sites) in the province. The funding will be used to support centre operational costs such as computer hardware and software, telecommunications (Internet and phone lines), technical support, staffing and marketing. In many rural communities, CAP sites represent a vital link to the rest of the world. These centres provide rural communities with the opportunity to realize the social and economic benefits associated with Internet access including e-commerce, e-government and e-learning.

In 2002-03 more than 75 youth, aged 15-30 were employed at various CAP sites. The Community Access Program provided meaningful work experience which enabled the participants to develop computer skills such as web

page design, troubleshooting and graphic design; professional skills such as promotions, research, training and public relations; and personal skills such as problem-solving and decision-making.

Use of Technology in Management and Administration

In 2002-03 there were a number of initiatives developed or continued which supported and enhanced the technology and applications infrastructure of the Department of Education, including:

- major modifications to the Teachers Payroll, Pensions and Certification system to accommodate the new collective agreement as well as ongoing support and maintenance activities;
- ongoing enhancements to web-based applications to improve security and validation of information;
- development of a web-based file transfer application to allow electronic reporting of Annual General Return information from existing automated school administration systems;
- testing and deployment of new business intelligence tools to allow districts and other educational stakeholders more efficient access to aggregated educational statistics, indicators and other information to support planning and reporting;
- the development and deployment of a web-based application allowing approximately 10,000 teachers to complete the Education Staff Record survey on-line; and
- development of a web-based inventory and tracking system for technology assets deployed in support of CDLI's distance learning initiatives.

Provision of Safe and Positive Learning Environments for All Students

Schools are places where students, teachers and staff spend much of their time and the Department of Education is committed to encouraging practices that support open, safe, caring, inclusive, peaceful and healthy learning environments.

School Construction, Renovation and Operation

Since the consolidation of school boards in 1997 government has allocated approximately $178,529,000 for major capital school construction projects including new school construction; extensions and renovations to existing schools; air quality studies and

remediation where necessary; and maintenance such as repair and replacement of roofs, windows and siding.

A number of capital construction initiatives either began or were completed in 2002-03.

- The tender was awarded for site development and construction for an extension to Holy Trinity School in Torbay. The extension, scheduled to be completed in September 2004, will include 15 new classrooms, a new science lab, a challenging needs suite, and a music room.
- Upgrades to Belanger Memorial ($3 million) and Appalachia High ($4.2 million) were completed.
- Extensive renovations to Grandy's River Collegiate were completed in 2002-03 to convert the school to a K-12 facility.
- Tenders were awarded for new schools in Happy Valley-Goose Bay, Postville and Mud Lake in Labrador.
- A tender was called for Rocky Harbour K-12 school.
- The tender was awarded for a new K-12 school for Burgeo.

Despite a student enrolment decline of almost four percent annually and a substantial reduction in the number of schools, the 2002-03 budget for school board grants was maintained at 1999-2000 levels.

In 1996-97, government announced that, for a three-year period, school boards would be permitted to retain the savings from school closures for capital expenditures. This continued every year since, bringing the total amount that has been reinvested in education, as a result of school closures, to $26.5 million. In fiscal year 2002-03, $2.3 million was reinvested as a result of this initiative.

Bullying in Schools

Increasing concerns of bullying in schools led to a number of departmental initiatives throughout 2002-03 including:

- development of *Creating Peaceful Schools - A Forum on School Bullying* that was held in St. John's in May 2002;
- the development of regional sessions in Corner Brook and St. John's to develop a draft provincial action plan and to discuss ways to work effectively with community partners;
- the release of a Safe and Caring Schools Provincial Action Plan; and

- the sponsorship of an anti-bullying initiative which will make copies of a book entitled *Trevor and the Bully* available to all primary schools in the province. The book was designed to help primary students understand what bullying is and what they should do if they become a victim.

Increased Public Knowledge of Key Aspects of the Education System

In 2002-03, there were a number of initiatives designed to improve accountability and increase public knowledge of the education system.

- The Department of Education worked on a Provincial School Level Report. The document will provide comparable data on each school in the province. It is scheduled to be released, in print form and in a web-based version, early in 2004.

- All schools are now required to publish annual reports, with specific information on student outcomes and a plan for school development.

- The department has developed an online K-12 School Profile system and continues to add to statistical information of interest to parents, researchers and others.

- The Department of Education has developed a student/parent handbook for students who are entering high school. The handbook focuses on planning an education program over three years to ensure all graduation requirements are met and a student's individual goals are realized. The handbook is expected to be printed - and posted online - for use in the 2004-05 school year.

Department of Education publications are available on the departmental website at: http://www.gov.nf.ca/edu/pub.htm

Additional statistical information about the education system in Newfoundland and Labrador is available through the **K-12 School Profile System** web site at: http://www.education.gov.nf.ca/sch_rep/pro_year.htm

Challenges and Opportunities

Challenges

Improving Academic Achievement

Improving academic achievement and preparing students for success continues to be the main focus of the K-12 education system in Newfoundland and Labrador. In order to achieve this goal, the department will continue to work diligently towards the provision of a balanced curriculum, appropriate professional development for educators and adequate learning resources.

Education System Demographics

Throughout the past several years there has been severe enrolment decline in the K-12 education system in this province. Since 1996-97, enrolment has dropped from 106,205 to 81,665 full-time equivalent (FTE) students, a decline of 23.1%. Enrolment is projected to decline further over the coming years. Maintaining a high quality of service in an environment of declining enrolment will be a significant challenge for the Department of Education.

Geographic Challenges

In 2002-03, 65.9 per cent of schools, with 45.2 per cent of the total provincial enrolment, were located in rural areas (population less than 5000).

These schools serve a vast geography and many are located in remote areas, creating a number of challenges for service delivery and teacher recruitment.

Opportunities

A number of recent activities within the Department of Education are laying the foundation for increased opportunities for the future.

- Improved accountability and data collection processes will provide outcome/performance-based information for program management, research and informing students, parents and the public.

- Progress is being made in the submission of electronic data to the department for forms such as the Annual General Return and the Educational Staff Record. Progress in this area facilitates the quick transfer of information back to the system and provides increased opportunities to use the data for decision making in the field and within government.

- Innovative new products and services developed locally have

application in other places around the globe. An opportunity exists to make these educational solutions available to others through communication technologies, consultative services and/or on-the-ground delivery.

- The Centre for Distance Learning and Innovation (CDLI) has enabled students in rural and remote regions to access high school courses/programs previously unavailable to them, taught by some of the province's most qualified teachers.

- Following the restructuring of the K-12 system in 1997, the department continues to monitor the current delivery structure and look for opportunities to streamline administration.

- Collaboration with other government departments on the delivery of services to persons with special needs provides an opportunity to determine the gaps in current services. This enables the necessary corrective actions to take place, ensuring that a full continuum of services is provided in the most effective manner.

- Evaluations of the Basic Literacy/ABE Level I Programs and the Literacy Development Council of Newfoundland and Labrador will provide recommendations for an improved literacy delivery model for the province.

The department believes that the planned development of a world class education system requires a continued focus on improving student achievement, professional development for teachers, and learning environments. The department is committed to monitoring and reporting on progress toward realizing this vision.

Financial Statements

Below is the 2002-03 summary of the Statement of Expenditure of the department. Expenditure and review figures included in this document are based on public accounts.

		Estimates	
	Actual ($)	**Amended ($)**	**Original($)**
Minister's Office (1.1.01)			
Total	364,972.00	366,100.00	350,900.00
General Administration (1.2.01 - 1.2.04)			
Total	4,888,047.00	5,007,400.00	4,211,900.00
Primary, Elementary and Secondary Education (2.1.01 - 2.4.03)			
Financial Assistance (2.1.01 - 2.1.09)	510,085,008.00	510,625,700.00	483,576,700.00
Program Development (2.2.01 - 2.2.04)	5,158,674.00	5,942,300.00	6,155,900.00
School Services and Professional Development (2.3.01 - 2.3.03)	6,423,661.00	6,460,300.00	6,199,100.00
Student Support Services (2.4.01 - 2.4.03)	3,372,575.00	3,341,600.00	3,492,600.00
Total	525,039,918.00	526,369,900.00	499,424,300.00
Literacy, Library and Information Services (3.1.01 - 3.2.02)			
Literacy Policy Services (3.1.01)	917,743.00	994,300.00	940,600.00
Public Library and Information Services (3.2.01 - 3.2.02)	6,975,800.00	6,975,800.00	6,975,800.00
Total	7,893,543.00	7,970,100.00	7,916,400.00
Total Department	538,186,480.00	539,713,500.00	511,903,500.00

Appendix

The Centre for Distance Learning and Innovation

On October 30, 2002 the Department of Education officially launched the Centre for Distance Learning and Innovation (CDLI) and pioneered a new era of e-learning in Newfoundland and Labrador. A key element of CDLI's vision is to develop a culture of e-learning in our schools which is considered to be an integral part of school life for all students and teachers. Since its inception, CDLI has developed and delivered quality on-line distance education course offerings to high school students throughout the province, has initiated a strategy to support e-learning and technology integration at the K-9 grade levels, and has partnered with the Newfoundland and Labrador Teacher's Association (NLTA) to provide quality online teacher professional development opportunities.

The Centre for Distance Learning and Innovation (CDLI) uses web-based technologies to deliver program opportunities for teachers and students. This model commonly referred to as e-learning involves a group of learners who are free from the limitations of geography, brought together by telecommunications systems and computer networks. The technology permits learners, from any number of schools in different districts to enroll together in a given course or professional development program. Most communications are through an Internet-based system incorporating e-mail, audio conferencing, Internet fax and conference forums.

The Online Distance Education Program

Although CDLI and its e-learning mandate benefits all schools, students and teachers in rural communities will be the greatest beneficiaries. CDLI offers an innovative solution that ensures equal access to educational programs and services for rural students. The internet provides small and rural schools with access to programs, resources, and teaching expertise not ordinarily available, and as such, helps to level the playing field between schools in rural and urban settings. CDLI courses also have the potential to be taught to students who are in hospital or house-bound to ensure they are able to keep up with their school work.

Teachers
In partnership with school districts, CDLI has hired a number of e-teachers whose primary responsibility is online course delivery and evaluation. At the school level, teams of mediating teachers are assigned to ensure appropriate interaction between students and e-teachers. All of the major aspects of CDLI's operations are decentralized outside of the Department of Education, with e-teachers and program developers spread throughout the province. This greatly facilitates the dissemination of e-learning skills and expertise.

In the 2002-03 school year, CDLI's 18 full time e-teachers offered 18 high school courses online in 74 sites across Newfoundland and Labrador. Each site is equipped with computers, headsets, graphire tablets, workstations, software and multi-function machines for printing, faxing, scanning and copying. These courses span most of the subject areas including math, science, languages, social studies, and art.

Future Expansion
In September 2003, 23.5 e-teachers will deliver 25 courses at a distance to students in 95 small rural schools spread throughout 10 school districts. The e-teacher complement includes an online guidance counsellor. Approximately 1000 students and 1600 course registrations will be accommodated by these e-teachers. Registration numbers will have more than doubled since the new model was introduced. By 2005, the department plans to triple the current level of course offerings and include more courses in areas such as art, music and English language.

Technology Integration

ICLT Demonstration Project: Beginning September 2003, CDLI will partner with each of the eleven school districts on an e-learning initiative focusing on the integration of technology in the classroom. Eleven schools representing the primary, elementary and intermediate levels will be involved in the Information, Communication and Learning Technologies (ICLT) Demonstration project in which teachers will focus on the design, development and delivery of well organized, well structured and well planned ICLT enhanced curriculum projects. The project will further develop the innovative work already ongoing in technology integration at the K-9 level in the province.

Student Web Portal
Work to build a new student web portal has begun. This portal is designed to build a sense of community among all schools in the province, to celebrate student success, and provide career support and learning resources to students at the intermediate and senior high levels.

Pan Canadian Web Portal
In April 2002, the Council of Ministers of Education - Canada (CMEC) approved the development of a pan-Canadian web-based portal to link K-12 and post secondary provincial/territorial web sites, portals and learning content repositories. CDLI is playing a lead role in this initiative on behalf of the province.

Multi-media Learning Object Repository
Discussions have begun regarding the development of graphical or multi-media learning objects to supplement high school courses, particularly those taught online and which have a public examination requirement. In tandem with this, consideration is being given to the design and development of a learning object repository to house these objects and a meta-tagging scheme to facilitate their searchability on the web. This repository will feed directly into the pan-Canadian portal.

CDLI Website
CDLI's website is now operational and will quickly evolve to be a full-blown portal with password-protected access to various groups within the K-12 educational community. The website is intended to be the entry point for students enrolled in e-courses and more generally for all students, teachers and parents wishing to find resources and information regarding educational programs and services in and outside the province. The URL for CDLI's website is http://www.cdli.ca.

Online Teacher Professional Development

The Internet also provides districts with an effective and efficient means of offering teachers access to professional development opportunities and resources, all delivered directly to the workplace. CDLI and the NLTA have partnered to provide online professional development and support to the teachers of the province and have succeeded in establishing the Virtual Teacher Centre, a web site that hosts an abundance of professional tools and resources. The partnership has allowed both parties to pool their resources to help teachers implement the provincial curriculum. Sharing knowledge, skills and expertise among educators

ultimately benefits our students throughout the province.

Subject Centre Design and Development
An internet gateway for teachers to access all resources related to curriculum and other programs has been developed. This will become the link to all department, district, school and external agency materials and documents being made available to K-12 educators. It encompasses a registration component so that all math teachers, for example, can identify each other, engage in discussions and share resources. Professional development directed towards any subject will also be accessed through the Subject Centre. Information and support in course modification, assessment and evaluation will also be included.

Ask An Expert
This initiative will enable teachers to have access to persons with expertise in those areas they are tasked to teach. Teachers will submit questions, online, to an expert selected from a list of those participating. Responses will automatically post to the web and archive for all interested persons to read.

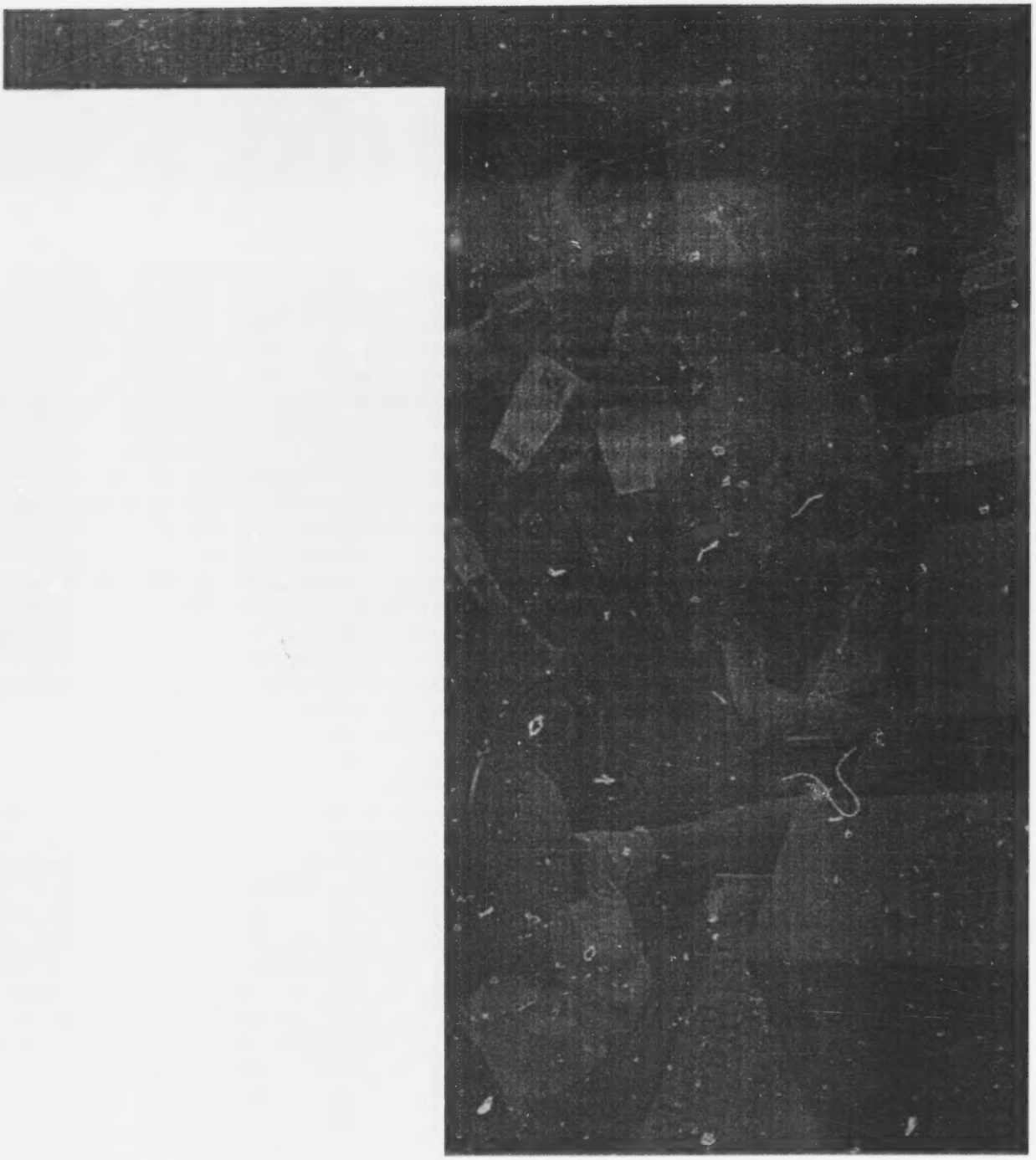
Videoconferencing
In an effort to bridge its facilities in St. John's and Gander, CDLI has acquired a pair of high-quality videoconference units. These have proven to be so useful and reliable that CDLI is in the preliminary stages of a tentative strategy of deploying additional units at key locations in the province. Eventually this technology may be used as part of the overall e-learning strategy. For now, however, the concentration is on using the technology to facilitate communication among the key educational decision-makers, who must otherwise travel extensively to participate in regional meetings. It is hoped that as the key users build familiarity with this mode of operation and as available bandwidth increases, so to will the use of this technology.

Professional Development Modules
A module design prototype using Geography 3202 has been completed and populated with appropriate content. Design and content were vetted through a team composed of geography teachers, social studies experts, curriculum developers and instructional designers. This pilot experience has taught several lessons which are currently being used to inform ongoing initiatives. Further work will be carried out on this project during the 2003-04 year.

School Connectivity

E-learning programs in small and rural schools will become increasingly effective as access to higher levels of bandwidth becomes available to their communities. In July 2002, CDLI concluded a two-year agreement with Aliant Telecom for the installation of a 512K, frame relay, private network. In year one, 64 systems were installed and in year two another 15 plan to be added. Frame relay is a method of providing a wide area network through Aliant's existing fibre/copper infrastructure. Eleven schools are equipped with high speed satellite technology. The remainder have either DSL or cable modem service.

The Centre looks forward to continuing to make a significant contribution to the development of a world class provincial education system.



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